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ABSTRACT

An overview of the Navajo Community College (NCC) is presented with a message from the president and facts pertaining to both the Tsaile and Shiprock campuses. NCC President Jackson states that the uniqueness of NCC lies primarily in the instructional area which promotes the use of educational concepts contained in the Navajo culture to reinforce the standard academic program. President Jackscn then discusses accomplishments, hopes, and plans (including working fcr an amendment to PI-95-471, the Tribally Controlled Community College Act of 1978). The main portion begins with the school's purpcse which is to use the Navajo culture as a base from which to acquire the knowledge, skills, and technology of the dominant society in turn resulting in a fuller participation in the economic, social, and political world of the twc prevailing cultures. The Tsaile campus is highlighted in the following areas: faculty/staff accomplishments, research in progress, technical aid, the 45 instructional programs offered, continuing education, student services, support services (including access to computers with 200 data bases), athletics (varsity team in archery ranked eighth nationally), and student recruitment. The Shiprock campus is similarily highlighted. Total student enrollment is discussed (2,021 for Spring/1980) as well as long-range planning and financial operations. (AN)

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NAVAJO COMMUNITY COLLEGE

THE PRESIDENT'S REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Message from the President

Navajo Community College has many unique features as an institution of higher education. Its uniqueness lies primarily in the instructional area which promotes the use of educational concepts contained in Navajo culture to reinforce the standard academic program. Over the years efforts to combine the ideas of two cultures into a single curriculum have experienced some difficulty. Although the College has been in existence for over ten years, the use of Navajo cultural concepts which relate directly to the educational process has not been given the attention required to fully integrate them into the College's instructional program. Thus, Navajo culture has occupied an undetermined and, at times, a controversial status in the operations of the College for a number of years.

Upon assuming the Presidency, I have made this concern my first priority and have worked with faculty, staff and administrative personnel throughout the year in an effort to develop a viable Navajo and Indian Studies program. This program is intended to serve as the foundation of Navajo education, to establish linkages with other areas of the College's academic program, and to synthesize knowledge from Navajo culture with that of the dominant society. This project is being carried out with a sense of urgency based on the firm belief that Navajo students must be provided with the opportunity to examine and analyze concepts and philosophies contained in the intellectual thought of both societies.

Navajo Community College is committed to the development of an educational structure and process which, I believe, will establish it as a viable and a truly unique educational institution. It is my hope that the work we have done to develop a culturally relevant model for education will have something to contribute to the development of academic programs at other institutions of higher learning.

Planning for the future has been difficult this year because of the sharp reduction in funding which faces the College for fiscal year 1981. This reduction came about because the Tribally Controlled Community College Act of 1978, which had been intended to provide a stable and favorable funding base to the College, was interpreted in a manner which significantly reduces the operating budget. Members of the Board of Regents and I have continuously fought various Federal agencies to discourage them from implementing the Act as it is now interpreted by the Bureau of Indian Affairs. At this point in time, officials of the College are working for an amendment which will provide funding at the level originally intended by Congress.

In order to develop and implement a genuine community college concept and to address the growing higher educational needs of the Navajo Nation, a plan is underway for a major thrust in the development of the College's off-campus program. The idea has been presented to the Board of Regents to declare the entire Navajo Nation as the campus of Navajo Community College, and I have been directed by the Board of Regents to finalize the plan to implement this concept.

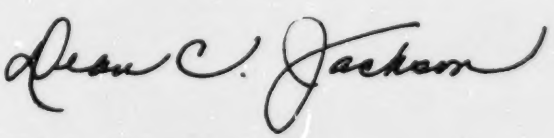
I strongly believe that in order to provide a positive atmosphere for education to occur, there must exist a genuine and mutual sense of trust among people in all areas of the College. A close and congenial working relationship is needed among the faculty, staff, students and administration. Several steps were taken throughout the year in an effort to promote such an atmosphere. A broad-based committee structure was implemented to get input in the decision-making process from employees in all areas of the College community, and my door has been kept open for employees and others to express concerns or to make recommendations for change. Overall, the College has benefited from their input, and there has been a growing climate of trust and respect as a result.

The relationship of the College with the Navajo community is an issue that has occupied my attention over the past year. I am concerned that the Navajo people accept Navajo Community College both as an institution which provides quality academic programs and also as a college which truly belongs to them. It is only with their active and continued support that the College will be able to develop to its fullest potential. With this thought in mind, I have attended numerous community meetings to inform people on issues that relate to the College and have delivered seven commencement addresses to graduating classes of Reservation schools.

Efforts have been made to establish linkages with other colleges and universities in the Southwest. In the past, our students have experienced some difficulty transferring credits from Navajo Community College to these institutions. Over the past year, course syllabi have been exchanged and other steps taken to articulate our academic programs with those offered at four-year institutions in Arizona and New Mexico. The result will be a more orderly transition in the future for those who wish to continue their education elsewhere.

A final area upon which I have focused my attention is in the financial operations of the College. Procedures have been developed for the Business Office in recent months which will provide stricter accountability measures for tighter control of all financial transactions. To assist with this process, Computer Services is developing programs which provide the information needed on an accurate and a timely basis.

Navajo Community College has as its essential purpose to fulfill the special educational needs of the Navajo Nation. As is evident from the content of this report, major steps have been taken by the College to carry out this mission, and I am optimistic that it will continue to do so in the future.



Dean C. Jackson, *President*

PURPOSE

One definition of education is that it is a system designed by a society to perpetuate its values, history, language and culture. The educational process in which the Navajo people have participated for the past 100 years has done just the opposite. Unless the Navajo people develop an educational system which is based upon their own values and traditions as a foundation for education, their level of achievement will be no higher in the future than it has been for the past 100 years during which time they have passively participated in the school systems of the dominant society.

Navajo Community College was conceived to bring about an educational change which is consistent with the above definition of education. The role of the College is to provide leadership in the development of a system of education which perpetuates the culture of the Navajo so that they may remain as a distinct group with their own identity. From this base, the knowledge, skills and technology of the dominant society can be acquired, which will result in a fuller and more meaningful participation in the economic, educational, social and political world of the two prevailing cultures.

NEW REGENTS

Edith Phillips, President of the Student Body at Navajo Community College is from Tuba City, Arizona. Ms. Phillips completed an Associate of Arts degree in elementary education this Spring and plans to continue her education at the University of Arizona in the Fall.

LEGISLATION

With the passage of Public Law 95-471, the Tribally Controlled Community College Act, in November, 1978, and the subsequent development of regulations during 1979, the College had hoped to establish a stable funding base. However, when the regulations were released in November, 1979, they were not consistent with the intent of Congress and the wording of the Act itself. As a result, the proposed budget of Navajo Community College for Fiscal Year 1981 was cut by 61%. The College has mounted a major lobbying effort to change Public Law 95-471 through appropriate amendments and an attempt is being made to restore Fiscal Year 1981 funding to a favorable level with either budget add-ons or through a supplemental process. College officials are also seeking appropriations for the construction of facilities for the Shiprock Branch, for educational centers in some of the larger communities in the Navajo Nation and for the Tsaile campus.

TSAILE CAMPUS

Faculty/Staff Accomplishments

Carlon Ami has been accepted by the Los Alamos Scientific laboratory to work and study there during the summer in the area of geology.

Amy Antle served as a member of the Ambulatory Care Council of the Navajo Tribe's Division of Health Improvement Services.

Kay Blosser and Nesbah Kahn presented papers at Tahlequah, Oklahoma; Socorro, New Mexico; and Atlanta, Georgia. Abstracts are published for the Socorro and Atlanta Symposia.

Tim Clashin exhibited fourteen (14) paintings as a part of an exhibition that toured four (4) art galleries in the Phoenix area over the past year. His work represented contempory American Indian thought in visual composition.

Lynn Huenemann authored and disseminated *Bilingual Education Forum* on an in-house basis to interested members of the faculty and staff at Navajo Community College. He presented a lecture at the Navajo Community College Bicultural Seminar Series titled "Where Do Navajos Come From?" and at the Society for Ethnomusicology's Southwest meeting titled "Language/Speech Relationships."

G.L. Lepchenske had two research papers published by the ERIC system. The first, "Higher Education Consortia Organization: Functional Structures of Administration," was accepted by the UCLA clearinghouse on Junior Colleges. The second, "Educational Cooperation: An Examination of Fourteen Consortia," was accepted by the George Washington University Center. He was also appointed to a second term on the Editorial Board of the *American Indian Culture and Research Journal* published by the U.C.L.A. American Indian Studies Center.

Leon Lowrey published an article titled "The Road to Rural Rehabilitation" in the *Applied Journal of Rehabilitation Counseling* and presented a paper titled "Helping, Harming and Hoping" at the New Mexico Association of Retarded Citizens' state convention in Gallup, New Mexico.

Jim Martin received a National Science Foundation grant for a year of study in applied mathematics and computer science at Indiana University.

John Salter wrote a section for *Restricting Handguns: The Liberal Skeptics Speak Out* which was published in 1979 by North River Press, New York. He also completed an article on Native American values and identity which has been accepted for publication in the Fall of 1980 by the Center for National Policy Review, Catholic University School of Law in *Clearinghouse for Civil Rights Research*. He presented a paper titled "An Organizer's Perspective on Race Relations in Mississippi Prior to 1964" at the

University of Mississippi in Oxford, Mississippi and again at Tougaloo and Millsaps colleges in Jackson, Mississippi. This pape will be included as a part of a book to be published in 1981 by the University of Mississippi Press.

Fred Smith presented a paper titled "The Relationship between Attitudes of Social Distance and Satisfaction with Teaching in a Multi-Racial Community" at the Western Social Science Association's meeting in Albuquerque, New Mexico. He also published a simulation game in conjunction with Dr. Lowell Thompson titled *The Wives Game: A Simulation of a Polygamous Society* through the University of North Dakota Press.

Jim Stevenson has had an article titled "Daneil De Leon and European Socialism, 1890-1914" accepted for publication in *Science and Society*.

Ursula Wilson published a chapter titled "Traditional Childbearing Practices among Indians" in *The Life Cycle of the American Indian*, a book published through The American Indian Alaskan Native Nurses Association. She was also elected to the Board of Trustees of the Ganado Public Schools.

Research in Progress

Kay Blosser has been working with children in the Fort Defiance pediatric ward to determine diarrheal agents causing gastroenteritis.

Hal Hamlow is conducting a methane generation experiment with NCC student involvement. He is also doing research on dealkyl bromination.

Mike Vargon has been doing research on means of systematically implementing traditional customs and laws within the framework of modern tribal court procedure.

Ursula Wilson is co-investigator of a study funded by the Department of Public Health Service of HEW titled "Nursing Care and Beliefs of Expectant Navajo Women."

Technical Assistance for Tribally-Controlled Community Colleges

The Navajo Community College staff has provided technical assistance upon request to other tribally-controlled Indian community colleges. At Salish Kootenai Community College, assistance was given to improve the organization of their student services component and the management of several aspects of their academic program. Currently a project is underway to assist Blackfeet Community College to develop a faculty handbook and to revise its course numbering system.

Instructional Programs

Approximately 45 different programs are offered at the Tsaile Campus leading to the Associate of Arts degree, the Associate of Science degree, the Associate of Applied Science degree or to a certificate of academic achievement. Several Associate of Arts programs have been added to the curriculum over the past year at the Tsaile Campus in the following subject areas: Communicative Disorders, Computer Science, Early Childhood Education, Navajo Culture, Navajo Language, Indian History, Occupational Therapy, Physical Therapy and Special Education. In addition, a Computer Science program leading to an Associate of Science degree has been added. These programs are offered through an organizational structure made up of eight divisions: Business and Applied Science; Communications, Fine Arts and Humanities; Education and Social Sciences; Foundation Studies; Natural Science and Mathematics; Navajo and Indian Studies; Nursing; and Health, Physical Education and Recreation.

The Business and Applied Sciences Division has begun work with the Navajo Division of Labor, Navajo Area Indian Health Services, University of New Mexico — Gallup Branch, Northland Pioneer College, Phoenix College and Northern Arizona University to cooperatively train approximately 72 Indian individuals in 14 employment areas. The training of these individuals will provide the new Chinle Hospital, now under construction, with local people who have employable skills.

The Communications, Fine Arts and Humanities Division sponsored a bilingual-bicultural education conference for language teachers of Navajo children at the Tsaile campus. For NCC students, the Division sponsored a creative writing contest and a student art show.

The mass communication program was expanded by further developing services provided through the College's on-campus radio station (KNCC), the on-campus television channel and through video tape programming. The campus' newspaper was printed commercially this year improving its quality and involving students in its production.

The Education and Social Sciences Division has provided continuing technical assistance to programs associated collaterally with it in the Vocational Rehabilitation Program, the Dine Center for Human Development and the Day Care Center. The Division has also provided an increasing number of technical assistance services to appropriate agencies and communities throughout the Reservation.

A University Year in Action (UYA) project is being coordinated through the Education and Social Sciences Division. The concept behind UYA is to provide students with both academic training and field experience in community organization and community service. UYA began in the Spring semester and has enrolled eight full-time students who participated in a wide range of community development projects on the Navajo Reservation.

The Legal Advocate Training Program graduated its first class in August, 1979. Some graduates of the Program went on to four-year universities while others obtained jobs with organizations such as D.N.A. Legal Services, Navajo Children's Legal Services and the Native American Rights Fund in Boulder, Colorado. The Program has also provided legal services to members of the local community on a limited basis.

At present, the Program is working with the Navajo Bar Association in an attempt to provide law courses to fulfill the requirements for taking the Navajo Bar examination. The Program is also seeking funding for a project to codify the traditional Navajo law of domestic relations for use by tribal court judges and practitioners under the Indian Child Welfare Act.

The Foundation Studies Division expanded its services this year through providing instructional modules in college survival skills at vocational workshops and in other courses.

The Natural Sciences and Mathematics Division reorganized its Computer Technology Program to award a one-year Junior Programmer Certificate and also a two-year Associate of Arts and Associate of Science degree in Computer Science. Another change was made in the curriculum offered by the Division through the transfer of the Medical Laboratory Technology program back to University of New Mexico — Gallup Branch.

A new clinic was built by the Animal Science staff to accommodate an increasing demand for treatment of animals from the local community. During the year, the Division selected fifty top Navajo high school seniors and brought them on campus for one week for a study of Radiation and Environment.

The Navajo and Indian Studies Division was reorganized this year by combining the instructional component with the Navajo Curriculum Development Center and by assigning one administrator to direct and coordinate both functions. By combining the two functions, the Division staff was able to assist the master craftsmen and native instructors in the development of new courses. A major accomplishment of the Division was to organize curriculum offerings into three Associate of Arts programs in Navajo Culture, Navajo Language and Indian History that will be offered next Fall.

The Nursing Division has developed its curriculum from a two-year to a three-year degree program. Experience has shown that many applicants have academic deficiencies at the time of entry into the program. This revision will require entering students to spend the first year in preparatory studies in order to increase the retention rate of students. Plans have been adopted by the Nursing Division for the next fiscal year to provide educational services to the Navajo community through the off-campus program.

The Dine Center for Human Development (DCHD) was established in October, 1979, through a grant to NCC by the Department of Health, Education & Welfare. The purpose of the program is to expand and improve services to the developmentally disabled population in the Navajo Nation. Since DCHD's inception, the staff has grown from the eight core staff to twenty-eight full-time and seven part-time employees. The budget has grown from the base grant of $193,000 to a current total operating budget for FY-1981 of nearly one million dollars. Eleven (11) separate grants are being administered through the Center and there are several which are pending. Literally hundreds of Navajos have received training and/or services through DCHD during the past year and the number served continues to increase.

DCHD received notice of grant awards for two new projects during the year: 1) the "Navajo Ancillary Educational Personnel Training Program," funded by the Office of Indian Education, has established paraprofessional-level training programs leading to an Associate of Arts degree in four areas: Physical Therapy, Occupational Therapy, Communicative Disorders and Special Education; 2) the "American Indian Vocational Rehabilitation Short-Term Training Project" is a project of national scope to train representatives of 35 Indian tribes plus state and federal rehabilitation personnel in developing rehabilitation programs for American Indians.

DCHD was also designated by the Navajo Tribal Council via the Navajo Master Health Plan to facilitate the development of model systems for prevention, early detection and comprehensive services for the developmentally disabled.

Continuing Education

The following programs operate within the Tsaile-based Continuing Education Division: 1) Off-campus, 2) Conferences and Workshops, 3) Navajo Adult Education, 4) Recreation, 5) Native American Health Careers, 6) Vocational Rehabilitation, and 7) Education Opportunity Centers.

Off-Campus Courses

NCC offers credit courses throughout the Navajo Reservation and surrounding communities. Courses are offered which will either directly assist persons in their jobs or lead to an Associate degree (the same degrees as are offered on campus) over a period of several years. Instruction is provided by campus-based instructors and qualified field-based instructors who are approved by the academic division chairpersons. Counseling is available to off-campus students through the Off-Campus and Educational Opportunity Centers staff.

In the school year 1979-80, over 2,500 persons were enrolled in NCC off-campus courses. The following communities were served through this program:

Chinle, AZ
Dennehotso, AZ
Dilcon, AZ
Ft. Defiance, AZ
Ganado, AZ
Kayenta, AZ
Keams Canyon, AZ
Luepp, AZ
Low Mountain, AZ
Many Farms, AZ
Page, AZ
Pinon, AZ
Red Mesa, AZ
Rock Point, AZ
Rough Rock, AZ
Round Rock, AZ
Shonto, AZ
Tuba City, AZ
Window Rock, AZ
Crystal, NM
Gallup, NM
Navajo, NM
Pinehill, NM
Tohatchi, NM
Ramah, NM

Conferences and Workshops

NCC has long regarded its proper role as a community college to include the provision of physical and educational resources to the Navajo community for use in holding workshops and conferences. Through the efforts of a half-time coordinator, this service has been provided satisfactorily. Conferences and workshops have been held on matters of considerable importance to the Navajo Nation, such as the Effects of Radiation Conference, Emergency Medical Training and Cardio-Pulmonary Resuscitation Training, Bi-Cultural Education Seminars, Parents Training Conferences and Indian Health Service Mental Health Seminars. Over 1,000 persons participated in NCC conferences and workshops during the school year 1979-80.

Navajo Adult Education

Navajo Adult Education (NAE) attempts to promote basic English literacy and numerical skills along with offering GED preparational instruction within the Chinle Agency. Instruction is individually oriented and was offered this year at several sites: Chinle, Rough Rock, Many Farms, Tsaile, Wheatfields, Rock Point and Dilcon. During school year 1979-80, 160 persons were served by NAE. In addition, NAE offered several community service seminars and workshops (e.g., cattle butchering and food preparation).

Recreation

The Recreation Department offers a curriculum leading to an Associate of Arts degree. The Recreation degree is offered at four (4) off-campus sites: Tuba City, Kayenta, Aneth and Chinle. Over the past year, there were eight (8) students pursuing this degree at these centers.

In the Fall of 1979, an on-campus program was begun in recreation. This program also has eight (8) students enrolled in it which includes several part-time students from the nearby Lukachukai boarding school. It is anticipated that seven (7) students will be graduating at the end of this academic year with a degree in recreation.

Educational Opportunity Centers

Navajo Community College initiated its Educational Opportunity Centers program (EOC) in November, 1979. This program has the mission of serving 2,000 - 12,000 off-campus Navajos with the student support services of postsecondary information dissemination, academic/career advisement, tutoring and financial and advisement. Under the terms of the EOC grant, the program must serve students from every postsecondary institution which operates on the Reservation.

To carry out this function three EOC centers were established during the 1979-80 academic year. Each of these centers is staffed by one Regional Coordinator and one Tutor/Counselor. The centers are located at Tuba City, Arizona; Window Rock, Arizona and Shiprock, New Mexico. In six months of operation (November to May), these centers have directly served 567 new program participants. Of this number, they have served 162 students on a continuing basis. It is expected that the program will serve an additional 200 participants before August 1, 1980. Through publicity and indirect student services, the EOC staff has spread information of postsecondary educational benefits to more than 12,000 persons. They, for example, mailed a list of Veterans Administration benefits to more than 850 veterans who had not applied for their educational benefits. Countless other Navajos have heard about EOC services over the radio and television.

Student Services

The 1980 Academic Year proved to be a learning experience for those involved in providing services to the students of Navajo Community College. In a thorough review of all program areas, a multitude of concerns were expressed about service offerings, particularly as they related to the problem of a alcohol abuse and misuse among students at the College.

In response to these concerns, meetings were called to address the issues that were raised. Input was sought from as many sources as possible, especially from the students themselves. The response to this inquiry was favorable as both faculty and students became involved in proposing methods of resolving the problems. As has always been the case, the approach taken was to involve students in solving their own problems. In keeping with this line of thought, students were employed as student

counselors, student resident advisors, student day care aides, student financial aide assistants and student activities assistants. The most noticable impact of this program was felt in the Counseling and Student Housing areas.

Efforts were also made to work more closely with the Navajo Tribal Judicial System to provide a more coordinated approach for dealing with student offenders.

A major effort was launched to revise the *Student Code of Conduct*, and, as a result, students again will become directly responsible for the execution and enforcement of the code. This revised code will be implemented in the upcoming school year and will directly involve a new concept of the Student Advocates Program in which students will have increased responsibility for the enforcement of the Code of Conduct.

In other areas of the Student Services Program, there was noticeable growth and development to meet the increasing needs of the students and other clientele. In addition to adding badly needed staff positions, all programs have proceeded to identify goals and objectives that they must meet in the future in order to continue to serve the students at Navajo Community College.

The 1980 school year has proved to be an enlightening one and will serve in the establishment of better program offerings to meet student needs. Looking to a future in which there will be severe cut-backs in the College budget, special emphasis will be given to reorganization and consolidation in the Student Services area. This reorganization should result in a more efficient delivery of services with less cost to the College. Student involvement will be the theme in the provision of these services for the forthcoming year.

Support Services

Library

In 1980, the Tsaile Campus Library added two new services which greatly increased the information that it is able to supply to students, faculty and staff. The first is an Earth Station that is able to receive television and data transmissions from satellites orbiting 22,000 miles above the equator. Presently, this equipment is being used to provide the television signal for the College's new cable television system. Independent stations from Atlanta, Chicago and San Francisco are received in addition to Home Box Office and other television signals.

The second service which the Library can now provide is access to the Dialog Interactive Information System. By combining a computer terminal and telephone lines, a person at the Tsaile Library can be connected with one of two computers in Palo Alto, California. These computers have over 200 data bases which contain a wealth of technical and bibliographic data that can be instantly retrieved by computer search. The NCC Libraries now have access to the most up-to-date and comprehensive information in the fields of natural science, social science and the humanities.

Due to increased funding the Library was also able to increase its acquisition of books, periodicals and microfilms during this fiscal year.

Museum

The Ned A. Hatathli Center Museum now has a collection worth over $150,000. Much of this comes from gifts to the College such as the collection of medicine bundles and sandpaintings from the Wheelwright Museum and a collection of Indian artifacts and private papers from the estate of Ms. Mable Morrow.

In response to a wide range of interest by students, community people and visitors, the NCC Museum has provided a variety of exhibits this year. Funds for a Plains Indian exhibit currently on display came from a grant by the National Endowment for the Humanities. In addition, there have been exhibits of the Navajo Winter Sandpaintings, a Faculty and Staff Art Show and a Student Art Show. In April and May of 1980, the Museum housed and coordinated exhibits for "A Very Special Arts Festival" for handicapped children, which was attended by approximately 400 children from the Reservation

A Navajo Red Antway Sandpainting exhibit is planned for the summer, 1980. The Museum is also in the process of forming an organization to protect and preserve historic and ancient sites on the Reservation.

Computer Services

Navajo Community College Computer Services has made several significant advances during the past year. A DEC PDP 11/70 computer has replaced the previous 11/35 computer. The 11/70 computer and its peripheral devices has greatly expanded the services that can now be offered. Additional terminals have been placed in the Library and other areas for computer science laboratory work and public access to the computer system.

Service charges have been established. Equipment has been obtained to allow access to the NCC's computer from Window Rock for the anticipated College expansion.

A scholarship application information system has been developed for use by the Navajo Tribe's Department of Higher Education. A new payroll system is in the process of being implemented.

Public Information Office

The Public Information Office (PIO) in the past year has served as an internal communications system by publishing a Daily Bulletin which circulates on the main campus. In the near future PIO will further improve communication at the Campus by putting the Daily Bulletin or the cable system, thereby reaching the entire College community. The Public Information Office produced a number of brochures, published a newspaper on a quarterly basis, and also prepared display advertising to promote the College. In addition, this office was responsible for broadcasting over 500 commercials on numerous radio stations in the Southwest as a part of the College's recruiting effort. PIO also coordinated over one dozen television shows, and arranged for tours, guides, and speakers for several hundred visitors.

Safety and Security

The Security Department has made significant progress in accomplishing departmental goals in all areas. The Department has been able to shorten its response time to emergencies and has taken steps to improve its record-keeping system to comply with current standards of practice and present legal requirements.

The Ride-Along Program was instituted during the first semester of this year. Through this program, a member of the College community has an opportunity to ride with an on-duty Security Officer. This program has proved very successful in acquainting students with the operations of the Department.

Special Programs and Grants

The Special Programs and Grants Office (SPGO) was originally established to assist, review and to monitor externally funded projects that were undertaken by the College. Over the past year, the organizational structure of the College was revised and Special Programs and Grants was placed under the NCC Business Office. As a result, new duties and responsibilities were given to SPGO primarily for the financial management of the College's grants.

Since June of 1979, NCC has received commitments of approximately 2.6 million dollars from externally funded sources, and thirty-nine (39) separate program functions have operated under this category.

Auxilliary Services

Auxilliary Services have expanded over the past year. The Bookstore has increased the floorspace of its present facility providing more room for display and sales area and allowing for long-needed office space.

The Cafeteria and Snack Bar are continuing as self-supporting units. The Cafeteria has concentrated on "special events" to promote patronage, and the Snack Bar has broadened the selection of snacks available to campus clientele. Snack machines have been placed in various locations on the campus and are proving to be a very promising venture.

Central Services and the Purchasing Office have been relocated in the Business Office thus providing prompt check and balance systems within the accounting area. Recently an intra-campus mail system has begun operation.

Plant Management

A major problem that the College has had with its physical facilities over the past few years has been the leakage of propane gas for the College's heating system. This year, all the main gas lines on the Tsaile campus have been replaced, which, it is anticipated, will reduce heating costs by approximately 25% over the next year.

The Plant Management staff have participated in several remodeling projects on the Tsaile campus in areas such as the Computer Center, the Health Center, the Dine Center for Human Development, the Cafeteria and the Central Records Department.

Athletics

Archery

This year's archery team had an impressive team record of 34 wins and 6 losses. The varsity team placed a close third last May in the U.S. Collegiate Archery Championship at Miami University in Oxford, Ohio and was ranked eighth in the nation for colleges and universities. The team placed first in competition among Arizona Community Colleges and second among Southwest regional community colleges.

There were individual achievements made by several of the team members. Foster Gorman placed tenth at the U.S. Collegiate Archery Championship, was named to the Southwest Regional All-Star Team and has set nine Navajo Community College records during the period in which he attended the College. Mike Yazzie was also named to the Southwest Regional All-Star Team and placed fourth in the U.S. Collegiate Archery Championship. Herman Willie placed eighth in the U.S. Collegiate Archery Championship.

Basketball

The men's basketball team completed its first season as a member of the Arizona Community College Conference. The team participated in a pre-season tournament and played in twenty intercollegiate meets with other colleges in the Conference. It was a building season, and recruiting efforts are underway to strengthen the team for the coming year.

The Navajo Community College women's basketball team placed ninth at the National Indian Athletic Association championship tournament in Oklahoma City. They competed with regional leaders from California, Alaska, Oklahoma, Florida, Kansas, Minnesota, Arizona, New Mexico, Utah and Colorado. The NCC team earned the right to participate in the national tournament as a result of their second-place finish in the Arizona regional play-offs.

The lady Warriors participated in three other important all-Indian tournaments. These took place in Albuquerque where they placed first, in Tsaile where they placed third and in Los Angeles where they placed fourth. These tournaments included some of the finest Indian women's basketball teams in the Southwest. Overall, they completed the season with an intercollegiate record of 19 wins and 22 losses.

Cross-Country

The 1979-80 men's cross-country team was comprised entirely of Indian Runners. Tribes represented on the team included the Navajo, Hopi, Apache, Pima, Santo Domingo, Arapaho, and Havasupi. All of the runners this year were freshmen and most will be returning for the next season.

The men's cross-country team was the first NCC athletic team to complete a full season as members of the Arizona Community College Athletic Conference (ACCAC). It competed in five tri-meets with league members, three invitational meets, and the ACCAC league championship and regional meet. In the invitational meets, NCC competed against both two-year colleges and four-year colleges. The league championship was held at Glendale, Arizona in which NCC placed fifth with two runners finishing in the top twenty.

Rodeo

The NCC Rodeo Team participated in 12 intercollegiate rodeos during the 1979-80 season in Arizona, California, and Nevada. There were a total of 26 NCC students who were members of the National Intercollegiate Rodeo Association (NIRA) and who participated in these events.

The men's team finished in 4th place in the West Coast Region and the women's team finished in 11th place out of a total of 30 member colleges and universities. Individual honors were won by NCC student, Willie Begay, whose accumulated points placed him 2nd in the West Coast Region. During the season, he won the bareback riding title at both the NCC College Rodeo and also at the rodeo held at the California Polytechnical Institute in Pomona, California. He will represent Navajo Community College at the College National Finals Rodeo in Bozeman, Montana.

Student Recruitment

An aggressive recruitment program for students was carried out by the Tsaile campus for the 1979-80 academic year. Activities for this program included numerous presentations at high schools by NCC faculty and staff. Follow-up visits were made to those schools where interest in the College had been expressed. Presentations were also made at Chapter meetings and at BIA Educational Agency meetings. Booths were constructed to display the NCC program at the Navajo Tribal Fair and at other fairs. Printed advertisements for the College were placed in local newspapers, the New York Times, the Philadelphia Challenger, Peterson's Annual Guide to Undergraduate Study, the College Handbook and others. For the first time, the NCC schedule was printed and distributed by bulk mail to offices and schools throughout the Reservation. As a result of the campaign, for the Fall semester on the Tsaile campus there were 2,500 inquiries about the College, 288 applications and 137 enrollees.

Shiprock Campus

Faculty/Staff Accomplishments

Mark Bauer, Kenneth Begishe and Frank Morgan have written "Navajo Researcher Training Course: Part One - Transcription." This is the first of a series of modules in a curriculum designed to train Navajo researchers.

Mark Bauer and Judy Remington presented a paper titled "A Comparative Bilingual Study Using Triad Tests and Multidimensional Scaling" at a meeting of the Western Social Science Association in Albuquerque, New Mexico.

Bahe Billy presented a paper titled "The Missing Link in Native American Resource Development" at the Western Social Sciences Association meeting in Albuquerque, New Mexico.

Bahe Billy and Phil Reno published a paper titled "The Greening of the Navajo Irrigation Project" in *New Mexico Business*.

Kenneth Begishe and Rose Morgan have had *Navajo Humanities Radio Series* accepted for pubication in book form by the New Mexico Humanities Council.

Cyril Dickson presented a paper titled "Electron Microscopic Investigation of Collagen" at the American Association for the Advancement of Science, Southwestern and Rocky Mountain Division in Las Vegas, Nevada. An abstract of it was printed in the *Journal of Arizona - Nevada Academy of Science*. He also presented a paper titled "Electron Microscopic Visualization of Structural Units in Collagen Fibers" at the New Mexico Academy of Science in Las Vegas, New Mexico.

Glenda Dickson presented a paper titled "Native American Preschoolers: The Need for a Return to Parental Involvement and Cultural Awareness" at a meeting of the National Association of The Education of Young Children in Atlanta, Georgia.

Ed Garrison was chosen to serve on the Board of Directors of Kayenta Community Health Services, Inc.

James McNeley has had a book accepted for publication through the University of Arizona Press titled *The "Wind" Concept in Navajo Philosophy*.

Rose Morgan was chosen to serve on the Institutional Review Board of the Minority Biomedical Support Program.

Mary Notah was chosen to serve on the New Mexico Incentive Grant Committee for the New Mexico and Southwest Region. She also contributed to the *New Mexico Student Aid Financial Guide*.

Greg Shenstone and Kenneth Nabahe completed the final report for a research project funded through the Department of Energy and subcontracted through the Los Alamos Scientific Laboratory titled "Energy and Navajo Housing: A Navajo Energy Conservation Project."

Lora Shields was the executive officer for the Southwestern and Rocky Mountain Division of the American Association for the Advancement of Science. In conjunction with L.W. Durrell, she has had a paper titled *Methods for Culturing Soil Algae* accepted for publication as a monograph of the American Society for Agronomy.

Lora Shields, Raymond Housch and Phil Reno have had a paper titled "The Navajo Indian Irrigation Project: Resources and Needs" accepted for publication in the *New Mexico Science Journal*.

Mark Schoepfle, Kenneth Begishe, Rose Morgan, Henry Thomas and Johnny John have had an article titled "Cognitive Social Impact Assessment: The Navajo Case" accepted for publication in *Anthropology and Social Impact Assessment*.

Mark Schoepfle, Kenneth Begishe, Rose Morgan and Phil Reno published a paper titled "A Navajo Perspective on Costs and Benefits" in the *Anthropology Resource Center Newsletter*.

Research

Environmental Health and Alcoholism

Last year, two projects were initiated with funds from the National Institute of Health. The first study has as its intent to determine the actual decisions people make and the thoughts they have when they drink alcoholic beverages. The other study is intended to help understand how various diseases spread from animals to children. Both projects began last year and have continued this year. For the first, a field-based project, questionnaires are in the process of being distributed to validate earlier results. For the second, a laboratory-based project, students are being trained to continue the project and to develop practical applications of their findings.

Social Impact Assessment Studies

Under a second grant from the U.S. Environmental Protection Agency, research has continued into the question of how Navajos of all sorts viewed energy resource development and other large-scale activities affecting them. Continuing their heavy reliance on the Navajo language, culture and world view, the NCC - Shiprock staff completed a preliminary social impact assessment in cooperation with the Navajo and Indian Studies staff at Tsaile, the Navajo-Hopi Land Dispute Commission and the Teesto Chapter. Presently they are completing a survey study of other chapters affected by such changes who have requested that these studies be done. The report resulting from the research, done to date, "The Impact of the Navajo-Hopi Land Dispute: Teesto Chapter Report," documents the psycological, social and economic disintegration which is resulting from efforts to relocate Navajo families from this area.

Instructional Programs

Laboratory Facilities

Laboratory facilities for the natural sciences were completed last year with funds from the National Science Foundation and with manpower contributed for their construction by the Navajo Community College Shiprock Basic Farm Training Project. Two quonset huts were built to provide space for classes in environmental health, geology, botany and basic chemistry for the first time at the Shiprock campus of the College. Previously, facilities had to be shared with Shiprock High School.

The Agricultural Program

Continuing funding cutbacks from the Tribal Department of Labor have forced the Shiprock Basic Farm Training

Program to reduce the number of people who could be trained. Nevertheless, the farm is continuing operation. There is a ram pasture for community use, performance testing for cattle and various extension programs have continued to provide services to people throughout the area.

The Program will continue to work with Navajo Agricultural Products, Inc. to train crew-chief and foreman level farm workers. Its graduates have maintained their record of good placement and steady employment through a combination of classroom training and practical experience developed at the Shiprock campus.

Extension

The Navajo Community College Shiprock program in adult and continuing education has continued to grow in order to serve people who cannot reach school during the day or who live too far away to attend classes at one of the campuses. Aneth, Newcomb, Tohatchi, Crownpoint, Red Valley, Red Mesa, Farmington, Toadlena, Thoreau, Lake Valley, and Towaoc, Colorado communities are now being served. Plans are being made to expand these services through contracting with the Bureau of Indian Affairs and other concerned agencies.

Appropriate Technology Center

With funds from the U.S. Department of Energy from Los Alamos Scientific Laboratories, NCC-Shiprock staff have compiled a directory which includes a description of local community co-operative ventures in business development. They are presently including in their focus the preliminary study of traditional land use for livestock and dryland farming with the intent of widening the scope of their study next year.

School – Community Newspaper

The first newspaper to serve the whole Shiprock area has continued this year with increased support from advertisements, student labor, and other outside support. As the first community newspaper, it provides a place where public announcements can now be made and has continued to be a public forum for all members of the Shiprock community.

STUDENT ENROLLMENT

Navajo Community College has had a significant increase in its student enrollment over the previous academic year. The enrollment pattern at the College is typically to increase from the Fall to the Spring semester. Thus, during the past year, the headcount was 35% higher in the Spring than it had been in the Fall. As the tables illustrate, both the enrollment and also the number of degrees awarded per year have increased substantially over the past decade.

Enrollments for Credit from Opening Date

YEAR	SPRING	SUMMER	FALL	TOTAL	FTE*
1969	301	232	311	844	667
1970	314	0	270	584	496
1971	312	351	286	949	780
1972	432	368	411	1,211	1,028
1973	400	0	615	1,015	835
1974	623	374	741	1,738	1,431
1975	844	754	821	2,419	1,548
1976	812	500	899	2,221	1,387
1977	1,017	811	834	2,662	1,857
1978	888	761	1,109	2,758	1,509
1979	2,021	1,268	1,625	4,914	3,057
1980	2,201				

**From 1969-1975, FTE was calculated by the following formula: .75 times the number of part-time students plus the number of full-time students. Since then, the following formula has been used: .5 times the number of part-time students plus the number of full-time students.*

Degrees Awarded

	A.A. Degrees	A.S. Degrees	A.A.S. Degrees	Certificates
1970	2	0	0	0
1971	13	0	0	4
1972	23	0	0	4
1973	31	0	0	7
1974	28	0	0	0
1975	46	0	0	3
1976	46	0	0	1
1977	29	0	0	3
1978	51	0	0	6
1979	64	2	4	9
1980*	26	15	6	33
TOTAL	359	17	10	70

** 1980 figures are based on the Spring Semester only.*

The Navajo Community College student tends to be part-time (82%) and to commute either to an off-campus center or to one of the campuses. A majority are female (70%) and are adults over twenty-five years of age (56%). They are primarily Navajo (84%) and other Indian (6%). Although a majority of the students are from communities on the Navajo Reservation (78%), a substantial percentage (22%) are not.

LONG-RANGE PLANNING

Considerable effort was made this year to develop a long-range planning strategy for the College. Individual managers made efforts to do so within their divisions, and a planning retreat was held with the Board of Regents during the Christmas vacation. Subsequently a specialist was hired from the University of Arizona to develop a five-year plan for the College. These efforts are continuing to include not only the facilities planning aspect but also program and personnel development.

An extensive feasibility study was conducted by the College to determine the need for facility construction at the Shiprock and Tsaile campuses and also at various off-campus centers. This study was completed in the Summer of 1979 and has been forwarded to the Bureau of Indian Affairs for final review and submittal to Congress.

A student follow-up study is being conducted for the first time this year through the College's Title III Program. As a result of this study, the College will be better able to identify areas in which it has succeeded in terms of student preparation and areas in which it has not. This study will be significant for future planning efforts at Navajo Community College.

FINANCIAL OPERATIONS

Navajo Community College is operating on a $6,405,000 budget for FY-80. This amount is $1,533,300 more than the previous (FY-79) year's budget but less than the proposed budget for this fiscal year.

The reduction in the proposed budget of $900,000, an inflation rate of more than 15% and an increase in student enrollment during FY-80 challenged the College's administration to manage within a budget which was already obligated to provide substantial salary increases to faculty members and to pay for several large vendor encumberances. The President and College administration, after a review based on the experience of what had been done the previous year, used a process of individual review for the approval of all financial transactions. This process resulted in closer scrutiny of individual purchase orders, travel authorization and personnel actions and the strengthening of fiscal control measures through the Office of the Controller. Managers were encouraged to use care and restraint in all financial transactions. As a result of these economizing measures, budget surpluses have appeared in several areas. The surpluses are being used to purchase supplies in quantity at a substantial savings in cost.

A major thrust of this year's financial management has been a program of both cost avoidance and maximization of income. This has meant avoiding financial commitments which have built-in secondary or future costs and assuring timely collection of debts to the College as well as processing of normal operating fund payments.